



Part II: School Plan SLADE MIDDLE SCHOOL

Directions: Part II of the SIG application provides a template for the school reform plan. Complete Part II for each district school for which the LEA is submitting a SIG application. Provide a comprehensive, bold, and transformative plan to dramatically improve student achievement. Identify school needs and opportunities, and use this analysis to inform the selection of a reform model: turnaround, restart, closure, or transformation. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all of the requirements under the selected reform model (please complete the appropriate checklist in Appendix D). Part II responses should not exceed 20 pages.

Section 1: Needs Analysis. The school must provide a thorough needs analysis informed by the school audit.

- Summarize the school's greatest strengths as identified through the audit process.
- Summarize and provide a root cause analysis for the school's most significant growth areas as identified in the audit. Provide specific data points to support the analysis.
- Submit Appendix G, School Turnaround Rubric/Audit Tool evaluating school systems and performance.

The leadership team at Slade met with their grade level teacher leaders and collaboratively completed the Turnaround audit Rubric. On March 25, the district leadership team met with Slade leadership to review the audit and related data. The indicators that were rated either developing or below standard were used to develop strategies for the SIG plan.

The audit process identified **strengths** in the areas of Leadership (1.5) and some elements of professional culture (1.2) and school environment (3.1). Leadership is provided at multiple levels within the building. Mr. Reyes, the new principal of Slade was hired in May 2013 to lead the transformative reform efforts along with a new assistant principal Mr. Verdi. The philosophy of delegated leadership is in common practice as the school relies heavily on its lead teachers and leadership team. Use of the Effective Schools model drives our school beliefs as the school administrators engage Lead teachers to take an active role in team planning, RTI, student scheduling, data /assessment mining, attendance and school scheduling. Adherence to a school improvement plan provides direction and a sense of urgency to develop and strengthen its components. Evaluation and Professional Culture are evident within the work environment as most staff are prepared to start the work day on time with appropriate materials ready to go and feel responsible for their work. Leaders provide feedback and hold individuals accountable to meet expectations. The school provides a welcoming and safe environment, the facility is in good repair and we have made efforts to brand our school identity and foster our supporting beliefs. Delegated leadership promotes a healthy teacher culture and climate of our school through inclusive decision making and ensuring that all our teachers feel that they have a voice. Our 2013 – 2014 Teacher survey identifies 95% of staff feel that they are part of the school community, 96% feel safe at the school and 94% enjoy working here at Slade. Students voice their commitment to Slade as evidenced through our student attendance data maintaining a 93/94 % daily attendance rate and our referral numbers exhibit the understanding of expectations. Parents communicated their overall satisfaction with Slade Middle School identifying that 99% feel welcomed at our school and 96% believe that the school environment supports learning, 96% believe that their child is safe at school. Student behavior (specify) data identifies a reduction in out of school suspensions, to date fourteen events for a total of 58 days, in-school suspensions and teacher referrals. This in part is due to teachers creating a positive classroom environment promoting student engagement and on-task behaviors. Classroom lessons provide for multiple learning styles thereby engaging all students. Operations within in the school have been modified to promote student accountability and responsibility in that students now transition themselves class to class without teacher



direction. Rules and procedures throughout the building are posted and reviewed to present clarity, specificity, consistency. Routines and transitions within the building have become institutionalized and staff consistently reinforce norms for student behavior, movement within class time, academic, socio-emotional support, staff assignments, duties and responsibilities.

Slade Middle School **growth areas** include Evaluation and Professional Culture (1.2), Recruitment and Retention Strategies (1.3), Professional Development (1.4), Instructional leadership (1.6), Academic Rigor (2.1), Differentiation (2.3), Curriculum and Instructional Alignment to Common Core State Standards (2.4), Support for Special Populations (2.5), Assessment Systems and Data Culture (2.6), Family and Community Engagement (3.5), Community Partners and Wraparound Strategy (3.6), Adequate instructional Time (4.1), and Use of Staff Time and Financial Management (4.2). Slade Middle Schools's population will grow by an additional 33% from approximately 600 students to about 900 for the 2014 -2015 school year.

Evaluation (1.2) is an area of growth and concern due to the lack of capacity to the meet the requirements of the new evaluation model. Most teachers were not evaluated the expected number of times in. According to the current plan, a minimum of three hundred and two meetings would meet the requirements of our current evaluation system. This does not include the time for documentation of each meeting. Teacher survey results indicate that only 65% of staff receive timely feedback on their performance and progress towards goals informing us that there is a need to streamline the evaluation process to provide teachers with timely feedback, coaching and support for staff.

The school lacks systems to recruit, attract and retain top teachers and leaders (1.3). There is an ongoing concern regarding how to attract quality teachers into the urban school setting. First and foremost teachers must be a good fit for the school and the teams requiring staffing. They need to have the philosophy and beliefs that students come first and be willing to meet not only their academic needs but their socio-emotional as well. Educating the whole child from the bottom up to create a student that will be college and career ready is the goal. We are continuously looking for high quality individuals to support the developing needs of our students to complete our staffing. Math and science staffing is a major concern, for the past two years our staffing of science teachers has been incomplete and been filled with permanent substitute teachers. Yet, even though we find difficulty recruiting qualified staff we hold all staff to high expectations and will dismiss individuals if the evaluation deems they are in-effective. *Currently our staff longevity data indicate 6.7% of staff that has been with us 0-2 years, 11% for 3-5 years, 22% 6-9 years 31% for 10-15 years and 29% for more than 16 years.* Teacher survey indicated that 43% of staff believe that new teachers receive the professional development required to be successful.

Professional development opportunities are provided, however, they are not tightly aligned with student and adult instructional needs (1.4). Teacher survey data indicates that 59% of teachers receiving professional development this year provided them with better strategies to better meet the needs of their students. Professional development is not individualized for the teacher, rather, it is a blanket coverage for all. Currently 43% of staff believe that new teachers receive the professional development required to be successful.

Effective instruction and pedagogy within the school is inconsistent (2.1). School norms and expectations meeting the requirements of the Common Core of Teaching rubric have been shared with staff within our evaluation model but no further training has occurred. Based on anecdotal data during teacher evaluations limited staff can articulate a common understanding of effective instruction. Although there are many individualized beliefs of what effective instruction looks like, there is no one common understanding. Based on formal and informal evaluation data CCT domains three and four, Planning for Active Learning and Instruction for active learning, rating scales note that staff score in the developing range indicating a need for further instructional and professional development regarding engaging students in a differentiated, rigorous and relevant curriculum. That being said the district lacks a comprehensive, standards based curriculum aligned to the CCSS and consistent resources for all disciplines creating discrepancies within domains 3 and 4 of the CCT of teacher evaluations. There is a sense of urgency to improve instructional practices for the upcoming year and is a focus in our Campus Improvement Plan.



The school lacks a comprehensive assessment system, some consistent summative assessments are in place however there are major gaps in content areas and data analysis. An SRBI system is in its' infancy beginning to link data to appropriate interventions to literacy, numeracy and behavior.

The school has some strategies in place to address absenteeism, average daily attendance is 93% and chronic absenteeism average is 17%.

Family and community relations continues to be a goal on our Campus Improvement Plans. The school offers family events throughout the year, roughly half of the families participate in school events and activities. More than half the staff reaches out to families regarding their child's education. The school averaged 71% parent attendance for the fall conferences, the School Governance Council meets on a monthly basis to review family participation in school and to plan addition family school events. 6% of parents have logged into the PowerParent portal to access their child's academic information. The school offers some support to address students' nonacademic needs through wraparound services through the cities Park and Recreation Department, the Young Mens Christian Association, and the STRIVE program. Community partnerships are spotty and underdeveloped.

Students would benefit from additional instructional and intervention time. NWEA scores indicate that 88% of grade 6 students scored at low average to below average in math, 77% at low average to below average in reading and 72% at low average to below average in language use. 89% of grade 7 students scored at low average to below average in reading, 76% scored at low average to below average, and 77% scored at low average to below average in language use. 76% of 8th graders scored at low average to below average in math, 67% scored at low average to below average in reading, and 64% scored at low average to below average in language use. The school-year is 180 days and students receive five hours of instruction per day, 84 minutes of English Language Arts, and 42 minutes of math. Use of staff time is inconsistent as measured through agendas and meeting minutes. Team meetings are less than one hour per week with no vertical meeting time allotted within the school day. Collaborative planning time is used at a basic organizational level with limited instructional development time.

School budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the school year. School and district leaders do advocate for school needs, however, funding is decided at the local governmental level.



Section 2: Reform Model and Rationale. The school must pursue a reform model – turnaround, restart, closure, or transformation – that best aligns to the needs of the school community.

- Select a reform model and provide a strong rationale, referencing the needs of the school.
- Explain why the other three models are not feasible or likely generate the desired level of impact.

☐ Turnaround

☐ Restart

☐ Closure

☒ Transformation

The Transformational Model aligns most thoroughly with the needs of Slade Middle School. Develop and increase teacher and school leader effectiveness. The leadership team at Slade was replaced in May 2013 in an effort to jump start the transformation.

Implementation of the I-DRIVE evaluation tool; New Britain's system for development and evaluation, will provide for increased teacher/ leader discourse focused on teacher practice and the leaders ability to focus and tailor teacher development as based on the Common Core of Teaching standards. The plan connects teacher practice to student performance and is intended to provide specific and timely feedback develop teacher instructional practice. In our transformation model, an instructional administrator is being added to the administrative team to make the implementation of this high leverage strategy effective. The model also employs a Middle School Reform Coordinator who will monitor and support the implementation of the evaluation system quarterly. Benchmarks have been identified within the system to ensure fidelity of implementation. For example all teacher goal setting conferences with approved SLOs will be completed by September 15th. The Reform coordinator will monitor the progress of the leadership team and develop just-in-time interventions if the system is not adhered to.

The leadership team has identified a teacher leader role to acknowledge and provide leadership responsibilities to effective teachers and team leaders. The I-DRIVE also has a reward system established where exemplary teachers for 2 consecutive years, get additional compensation to become peer/complementary evaluators for Proficient teachers. Teacher competency and development will require more focused and individualized professional development and coaching to occur. With an added instructional leader, much of the coaching and professional development will job imbedded and developed based on student performance.

Implementing comprehensive reform strategies that drive instruction based on student data are paramount in providing meeting the needs of all students. Providing a curriculum that is standards based and tied to the CCSS will further strengthen and prepare our students for college and careers. Identifying and developing an curriculum in all subject areas will allow for a stronger focus of content and skill delivery and aid in consistency across all instructional areas. During the summer of 2014, the Department of Academics will coordinate teams of MS teachers to help develop the new curricula.

Further development of how our formative and summative assessment data are used to create constructs and classroom frameworks that focus on teacher instruction and differentiation are required to maximize teacher effectiveness. Our current standardized assessments provide a wealth of knowledge that needs to be translated and focused for staff. Professional Development and data coaches would aid in acquiring and developing teacher independence and efficacy.

Increasing learning time that includes core instruction, intervention and extension focuses on creative daily scheduling. Implementing a schedule that includes each of these requires an effective use of human capital within and outside of the building with community agencies. Maximizing teacher certifications and endorsements to teach multiple subject areas and provide additional support are paramount in meeting these needs. Creating before, during and after school opportunities for students and their families in academics, sports and the fine arts can further develop a greater understanding for the importance of an education. The transformation into an effective school will require operational flexibility in terms of appropriate staffing and budgeting as well as continued support beyond the three year period of the SIG. Our Partnership and planning



during year 1 of SIG will drive the transformation at Slade. During his first year, the new principal established a strong leadership team and worked with the staff to develop a vision for the school. Through distributed leadership and strong development of teams, the leadership team has effectively created collective enthusiasm and shared responsibility for continuous improvement at Slade. During 2014-15 the leadership team will have to include new students, staff and families in their planning and improvement efforts. Establishing a positive school climate with high expectations will be critical. The new leadership team is well-planned for the transition.

Section 3: Overarching SMART Goals. Successful and sustainable turnaround requires a focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school's turnaround efforts. Develop three SMART goals for the turnaround process that are **Specific, Measurable, Attainable, Results-oriented** and **Time-bound**. Ensure alignment to Appendix A performance targets.

Goal #1: Talent:

50% of Slade Middle School teachers have been evaluated by school administrators in an 8 month period. With an increase of 24% or 14 additional staff members administrators will evaluate 100% of instructional staff by May 2015.

Teacher survey results will indicate that 75% or more teachers received the professional development to improve their instruction.

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound

Goal #2: Academics:

Slade Middle School will create a collaborative professional culture that ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.

- o 59% of Slade Middle School students scored in the low band on the 2014 Winter NWEA Math Assessment. Students in the low band, will decrease by 15% to 44% on the NWEA June 2015 Math Assessment
- o 16% of Slade Middle School students scored in the At or Above Average band, on the 2014 Winter NWEA Math Assessment. Students in the this band will increase by 15% to 31% on the June 2015 NWEA Assessment.
- o 46% of Slade Middle School students scored in the low band on the 2014 Winter NWEA Reading Assessment. Students in the low band, will decrease by 15% to 31% on the NWEA Math Assessment by June 2015
- o 27% of Slade Middle School students scored in the At or Above Average band, on the 2014 Winter NWEA Math Assessment. Students in this band will increase by 15% to 42% on the June 2015 NWEA Assessment.

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound

Goal #3: Culture and Climate

Slade Middle School will increase our average daily attendance from 93% by 2% to 95% by June 2015. Slade Middle School will decrease our chronic absenteeism rate from 17% by 3% to 14% by June 2015.

Slade Middle School will maintain parent involvement at 62% by the end of June 2015. This is based on an additional 300 students creating a 2014 – 2015 student population of 900 or a 33% increase.

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound

Goal #4: Operations

Slade Middle School will implement a redesigned schedule to increase Math instructional time from 42 minutes to 84 minutes per day. And will develop a plan with the TIME Collaborative to increase the school day to 8 hours for 2015-16

- ☐ Specific
- ☐ Measurable
- ☐ Attainable



☐ Results-oriented
☐ Time-bound

Section 4: Talent. The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.
- Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.
- Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.
- Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.
- Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership.

Slade will create a professional learning environment that cultivates and celebrates effective teachers. By developing teacher teams who share the vision to do whatever it takes so that students are accelerating learning, teachers feel supported and part of a community on a mission. The additional leadership in the building, including an instructional administrator as well as a reading and math coach, will identify and structure job imbedded, evaluation informed and data relevant professional development. This support will help retain and develop high quality teachers. We will implement a support system introducing teachers to systems and organizational management strategies that include school policy, routines, procedures, classroom management, academic lesson planning using the district Build Your Own Curriculum online tool, teaming and parent school communications and involvement.

The staff will be an integral part of the planning process for extended learning and will feel empowered to select staffing models that meet the student needs and continue to focus on staff development so teachers meet with success.

Staffing of the school is determined by the student numbers and subject area needs. For the upcoming 2014-2015 school year we will be increasing our staff by 68% from 36 to 53. Student population will approach 900, 318 grade 6 students, 295 grade 7 students and 291 grade 8 students. Grade level teams will be constructed of two six person teams identified as follows: two math teachers, one reading, one writing, one science and one social studies teacher per team. Students that scored <21% in the low band, of the 2014 Winter NWEA reading test are identified as requiring tier 3 reading interventions of Read 180, Systems 44 and Reality Central. School wide 98 students or 10% of the school will require Systems 44 instruction 203 students or 23% require Read 180, 102 Students, 10% require Early Language Development. Students that scored <21% in the low band, of the 2014 Winter NWEA math test are identified as requiring tier 3 math interventions, 362 students, or 40% of the student population, require math interventions. Reading, math and special education teachers will be identified as interventionists providing tier 2 and 3 intervention classes supporting students below <21% of the reading and math 2014 Spring NWEA Assessments. Teacher evaluation will be divided between the building administrators. The current administrative team consists of a principal and one assistant principal. It is necessary to add another assistant principal that will aid in the following duties: teacher evaluation, professional development, student discipline and after-school extension programming.

Administrators will be evaluated by the Chief Academic Officer using the SEED Administrator evaluation system. Using the metrics already identified in the Slade Improvement Plan and the CT Standards for School Leaders, administrative professional development will be provided monthly based on responsive needs.



Section 5: Academics. The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core State Standards and transition to next-generation assessments.
- Describe the school's early literacy strategy, including targeted interventions.
- Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

The school's academic program was created and continues to be developed around the CCSS, content standards, and student performance needs. Teachers create learning environments where all students are engaged accomplishing the rigorous standards set by teachers.

A new core ELA program with courses in reading and writing was articulated and implemented during the 2013-14 school year. Teachers used common assessments to monitor student progress and met with their colleagues to plan instruction based on student performance. Slade teachers participated in piloting of new core texts in Math, Science and Social Studies. The Science teachers additionally, through a grant with CCAT, were provided with professional development to aligned their instruction with the next generation science standards. Math and Social Studies and Science units will be constructed this spring and summer. The units outline the scaffold learning targets connected to content and CCSS standards. All units have common assessments that have corresponding due dates in PowerTeacher. The PD and collaborative planning schedule is built around using this student data to inform instruction.

NWEA benchmark assessments are given in fall, winter and spring to provide both formative and summative picture of the school and grade level progress. Student led parent conferences using goals from NWEA help to engage the student in monitoring and feeling successful about their own progress. A new RTI process implemented this year focused on providing targeted literacy interventions for students who were substantially behind grade level. Special education and reading teachers worked as intervention teams to provide services in a needs over label approach.

Student performance data indicates that more rigorous instruction and learning must be accomplished in the core to, over time, reduce the substantial number of student who need interventions. In a collaborative effort, school and district administrators re-structured the school schedule next year so that students would receive the reading interventions form the 1st day of school. Targeted professional development and expanded access to effective interventions Read180 and System 44 will be scheduled for students form the first day of school. The team also decided that reading certification was required for the reading courses and recommended for all writing and social studies courses. A reading coach will also be hired to provide job embedded, just-in-time coaching to teachers as they accelerate the learning of students.

Math instruction will also increase and receive professional coaching and development next year. With only about 20% of middle school students on grade level in math, additional core instructional time has been devoted to math. Professional development will be provided to teachers and a structure will be developed to guide the 84 minutes of daily math instruction.

Slade has structured data teaming process that provides ongoing collaborative planning and intervention time for students. Teachers will use frequent CBMs to check for student understanding as they plan their instruction. The math coach will provide real-time coaching and strategies for improving math instruction.

Core English Language development is offered to students who are ELL. Our ELD program with frequent



progress monitoring and re-grouping of students has been very successful.

Section 6: Culture and Climate. The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Describe the school's behavior management system and strategies to shape a positive school culture.
- Explain how the school will promote strong family and community connections to support academic achievement.

Slade school has used the Well Managed Classroom for many years. With a new compliment of teachers, it is necessary to re-embrace this whole school approach to rigorous behavioral standards. The school is providing a three day summer workshop, and ongoing support for well-managed classroom. Additionally, the school is going to add an after school program for students who require Tier 3 behavior interventions run by the school behavior interventionists. A parent facilitator is being added via this grant to help build family relationships.

Slade school has a climate of pride. After school opportunities in sports and fine arts will be offered with our community providers. Parent programs have been very successful when connected to student celebrations. The leadership team is planning to combine events that showcase student achievement with parent education opportunities.

Section 7: Operations. The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

- Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
- Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

In Partnership with the TIME Collaborative, this section will be planned during the 2014-15 school year for implementation in 2015-16.

Section 8: Stakeholder Engagement. Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

The school leadership team in conjunction with district leadership team conferred and analyzed current quantitative and qualitative data to complete the Audit Tool Worksheet. The leadership team worked extensively on the Campus Improvement Plan (CIP) and is diligently working to make this an organic



document. The team presented the plan to the Board of Education. School based decisions are aligned to CIP and are shared with parents during PTO meetings. Components of the CIP are displayed.

Section 9: Implementation Timeline. Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year and semester.



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- Summarize the school's greatest strengths as identified through the audit process.
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- Submit Appendix G: School Turnaround Rubric/Audit Tool evaluating school systems and performance.

Strengths:

1.1 Talent: Instructional Practice

At Pulaski Middle School about 76% of staff are highly qualified (possess masters plus and are tenured) and 24% are new teachers who are going through the TEAM process. All teachers come to school prepared with the adequate instructional materials and the necessary mind frame to deal with the middle level student. As evidenced by classroom walkthrough data, teachers have updated daily lesson plans and are beginning to include strategies for differentiation, tasks that are appropriate for students' levels, higher order questions and activities to keep students engaged. Our new evaluation system; I-DRIVE reinforces our walk-through data as the majority of teachers are scoring at the proficient levels in this new system. Overall, I-DRIVE is truly changing the way teachers approach each lesson and some are slowly becoming facilitators of learning.

Staff and parent survey results for the 2013 school year reflect evidence for proficiency in instructional practice:

Ratings of strongly agree or agree

I receive timely feedback on my performance and progress towards goals- 96.8

I know what is expected of me at this school- 96.8%

My child is challenged to meet high expectations at this school- 89.1

1.5 Talent: Leadership Effectiveness

Pulaski Middle School is in its second year with a new administration, resulting in a strong leadership team that shares a common vision for the school. Both staff and students have clear expectations about academics and behavior that are reinforced on a daily basis by both administrators. Administrators debrief frequently regarding classroom walkthroughs/observations, student and staff successes, concerns and behaviors. They reflect, plan and readjust as necessary providing feedback to staff through Wednesday staff meetings and to parents through weekly Connect Ed messages or the quarterly Pulaski General Newsletter.

Student academic and behavioral data and staff interviews indicated that staff morale before the new leadership team was put in place was low; that both staff and students were confused about expectations and that student negative behaviors greatly impacted student academic achievement. Consequently Pulaski's new administration decided that their first year (13/14) focus would be:



- Ensure that staff understood the District's mission and vision in relation to our school
- Build a positive school climate by promoting the family/team concept
- Honesty and consistency about our high expectations for both students and staff

As indicated below, the results of our staff surveys reflect that we were successful in these areas.

Staff survey results for the 2013 school year reflect evidence for leadership effectiveness.

Ratings of strongly agree or agree

Administrators communicate a clear vision for school- 100%

The Principal sets high expectations for students and staff – 100%

Administrators make the vision of the school a reality – 90.3%

I know what is expected of me at this school– 96.8%

At this school there is honest communication on school issues – 96.7%

Growth areas:

Talent

There are a couple of areas of concern as identified in the audit. First, the school and district lack systems to recruit and retain high quality teachers and leaders. We lack the economic resources to offer bonuses or incentives to join our district; we have oversized classrooms, lack resources such as technology, curricular materials and most of our facilities are in dire need of capital improvements. Although we have a new evaluation system that is in accordance with state standards, keeping up with the requirements of this system has been unfeasible. As of this date Pulaski administration has only completed 55% of teacher evaluations. Administration is in need of support and teachers are in need of additional training in the new evaluation system as well as in BloomBoard. Teachers are having difficulty articulating Smart goals and managing the technological demands of BloomBoard.

Academics

Our historical CMT data, our new NWEA and LAS Links scores reveal that we have a long way to go to get our students ready for higher education and the work force. Currently we are the lowest scoring middle school in all areas in the district. Teachers are working diligently during data teams desegregating data and trying new strategies and approaches to increase scores, however scores remain low. Lack of data team training in how to use data to determine next instructional steps is key to moving our students forward academically. Lack of administrative, coaching and PD resources also plays a role as administration is rarely able to attend data team meetings to assist teachers in these most important tasks. Currently, Pulaski has 646 students, 55 certified staff, 13 para-educators, and 9 other staff members who all are supervised by only 2 administrators. Next year when the school grows to 900 students there will be additional staff to evaluate so we are proposing to add an administrator with this SIG grant. Currently, teacher effectiveness varies from classroom to classroom. Many teachers claim they are overwhelmed with district expectations, new curricular materials, new assessment requirements, new teacher evaluations with very little support in terms of professional development and mentoring or coaching.

55% of students scored in the 21% or low band in the NWEA Winter Reading Assessment.

24% of students scored at or above the 41% band in the NWEA Winter Reading Assessment.

66% of students scored in the 21% or low band in the NWEA Winter Math Assessment.

13% of students scored at or above the 41% band in the NWEA Math Assessment.

Pulaski has over 120 ELL students. Our English Language Development instruction has been steadily improving as we implement the core ELD programming. With guidance and support from the ELD professional development coaching and monitoring, we have seen some positive movement in the ELD benchmark



assessments but still know that The CSDNB English Language Development program is designed to accelerate the English language development of our ELL students. By explicitly teaching phonology, morphology, syntax, lexicon and semantics, we will provide our English Language Learners the skills they need for reading comprehension and academic writing.

61% of ELL students scored in the 21% or low band in the NWEA Winter Math Assessment.
15% of ELL students scored at or above the 41% band in the NWEA Math Assessment.

Professional Development

Professional development opportunities are provided, but are not tightly aligned with student and adult instructional needs. Feedback from teacher survey indicates that only 55% of teachers stated that the professional development they received this year, provided them with strategies to better meet the needs of their students. Professional development is not individualized for teachers, and only 43% of staff believe that new teachers receive the professional development required.

Academics

Although there is a clear district wide focus on literacy and academic excellence, teachers at Pulaski still struggle with differentiation and the use of effective teaching strategies. The school lacks a comprehensive assessment system, some consistent summative assessments are in place however there are major gaps in content areas and data analysis. This year a literacy intervention program has been implemented, however the school is lacking the resources to provide staff with adequate professional development and support.

Climate and Culture

There is evidence of inconsistent classroom management across the school which greatly impacts academic achievement. Much of the data team plan time is spent addressing behavioral issues and discussing students that are repeat offenders. There is a high need to incorporate a social emotional component in the school's daily curriculum as evidenced by the 2012-2013 data which records 247 incidents of out of school suspensions and 178 incidents of in school suspensions.

There are some strategies in place to address absenteeism, however the school continues to struggle with a chronic absenteeism rate of 19%.

Family and community relations continues to be a goal on our Campus Improvement Plan. Although the school has a repertoire of strategies in place and offers a variety of family events throughout the year, family participation in school events and parent conferences is extremely limited. The school averaged 53% parent attendance for the fall conferences. The school has yet to establish a formal School Governance Council or PTO as meetings are scheduled but attendance average is between 2-3 parents. Parents have access to the school information system "Powerschool", however parent involvement with this program is also limited.

Operations

Pulaski has struggled to provide core instructional and sufficient intervention services within the standard 7 hour school day. During the 14-15 school year, a new master schedule will be implemented that will increase core math instruction by 42 minutes per day.



Section 2: Reform Model and Rationale. The school must pursue a reform model – turnaround, restart, closure, or transformation – that best aligns to the needs of the school community.

- Select a reform model and provide a strong rationale, referencing the needs of the school.
- Explain why the other three models are not feasible or likely generate the desired level of impact.

☐ Turnaround

☐ Restart

☐ Closure

☒ Transformation

The Transformational Model best aligns with the needs of Pulaski Middle School at this time. A new principal to lead the transformation was put in place at the beginning of 2012-13 school year. She quickly hired a new assistant principal and together they have quickly changed the climate and learning environment in the school.

Implementation of the I-DRIVE evaluation tool; New Britain's system for development and evaluation, will provide for increased teacher/ leader discourse focused on teacher practice and the leaders ability to focus and tailor teacher development as based on the Common Core of Teaching standards. The plan connects teacher practice to student performance and is intended to provide specific and timely feedback develop teacher instructional practice. In our transformation model, an instructional administrator is being added to the administrative team to make the implementation of this high leverage strategy effective. The model also employs a Middle School Reform Coordinator who will monitor and support the implementation of the evaluation system quarterly. Benchmarks have been identified within the system to ensure fidelity of implementation. For example all teacher goal setting conferences with approved SLOs will be completed by September 15th. The Reform coordinator will monitor the progress of the leadership team and develop just-in-time interventions if the system is not adhered to.

The leadership team has identified a teacher leader role to acknowledge and provide leadership responsibilities to effective teachers and team leaders. The I-DRIVE also has a reward system established where exemplary teachers for 2 consecutive years, get additional compensation to become peer/complementary evaluators for Proficient teachers. Teacher competency and development will require more focused and individualized professional development and coaching to occur. With an added instructional leader, much of the coaching and professional development will job imbedded and developed based on student performance.

Implementing comprehensive reform strategies that drive instruction based on student data are paramount in providing meeting the needs of all students. Providing a curriculum that is standards based and tied to the CCSS will further strengthen and prepare our students for college and careers. Identifying and developing an curriculum in all subject areas will allow for a stronger focus of content and skill delivery and aid in consistency across all instructional areas. During the summer of 2014; the Department of Academics will coordinate teams of MS teachers to help develop the new curricula.

Further development of how our formative and summative assessment data are used to create constructs and classroom frameworks that focus on teacher instruction and differentiation are required to maximize teacher effectiveness. Our current standardized assessments provide a wealth of knowledge that needs to be translated and focused for staff. Professional Development and data coaches would aid in acquiring and developing teacher independence and efficacy.

Increasing learning time that includes core instruction, intervention and extension focuses on creative daily scheduling. Implementing a schedule that includes each of these requires an effective use of human capital within and outside of the building with community agencies. Maximizing teacher certifications and endorsements to teach multiple subject areas and provide additional support are paramount in meeting these needs. Creating before, during and after school opportunities for students and their families in academics, sports and the fine arts can further develop a greater understanding for the importance of an education. The transformation into an effective school will require operational flexibility in terms of appropriate staffing and budgeting as well as continued support beyond the three year period of the SIG. Our Partnership and planning



during year 1 of SIG will drive the transformation at Pulaski. During his first year, the new principal established a string leadership team and worked with the staff to develop a vision for the school. Through distributed leadership and strong development of teams, the leadership team has effectively created collective enthusiasm and shared responsibility for continuous improvement at Pulaski. During 2014-15 the leadership team will have to include new students, staff and families in their planning and improvement efforts. Establishing a positive school climate with high expectations will be critical. The new leadership team is well-planned for the transition.

Section 3: Overarching SMART Goals. Successful and sustainable turnaround requires a focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school's turnaround efforts. Develop three SMART goals for the turnaround process that are Specific, Measurable, Attainable, Results-oriented and Time-bound. Ensure alignment to Appendix A performance targets.

Goal #1: Talent

During school year 2013-2014, administrators at Pulaski Middle School completed 55% of teacher evaluations in an eight month period for a staff of 53. With an expected increase of about 10 staff members, administrators will evaluate 100% of staff by May 2015.

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound

Teacher survey results will indicate that 75% or more teachers received the professional development to improve their instruction.

Goal #2 :Academics

55% of students scored in the low band on the NWEA Winter Reading MAP Assessment. Students who scored in the low band will decrease by at least 15% to 40% on the NWEA Spring Reading Assessment June 2015.

24% of students scored in the at/above average band in the NWEA Reading Assessment. Students in the by 15% to 39% on the NWEA Spring Reading Assessment in June 2015.

66% of students scored in the low band in the NWEA Winter Math Assessment. Students who scored in the low band will decrease by 15% to 46% on the NWEA Spring Math Assessment June 2015.

13% of students scored in the at/above average band in the NWEA Math Assessment. Students in the at/above band will increase by 15% to 28% on the NWEA Spring Math Assessment in June 2015.

87% of ELL students scored in the low band in the NWEA Reading Assessment. Students in the low band will decrease by 15% to 72% on the NWEA Spring Reading Assessment in June 2015.

5% of ELL students scored in the at/above average band in the NWEA Winter Reading Assessment. Students who scored in the at/above average band will

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented
- ☐ Time-bound



<p>increase by 15% to 20% on the NWEA Spring Math Assessment June 2015.</p> <p>5% of ELL students scored in the 41% or at/above band in the NWEA Math Assessment.</p> <p>Students in the 41% or above band will increase by 10% to 15% on the NWEA Spring Math Assessment in June 2015.</p>	
<p>Goal #3: Culture and Climate</p> <p>Pulaski Middle School will increase its average daily attendance from 93% by 2% to 95% by June 2015. Pulaski Middle School will decrease chronic absenteeism rate from 17% by 3% to 14% BY June 2015.</p> <p>Pulaski Middle School will maintain parental involvement at 63% by June 2015. This is based on an additional 222 students creating a 2014-2015 student population of 888 or a 34% increase.</p>	<p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Measurable</p> <p><input type="checkbox"/> Attainable</p> <p><input type="checkbox"/> Results-oriented</p> <p><input type="checkbox"/> Time-bound</p>
<p>Goal 4 Operations:</p> <p>Pulaski Middle School will implement a redesigned schedule to increase Math instructional time from 42 minutes a day to 84 minutes per day. And will develop a plan with the TIME Collaborative to increase the school day to 8 hours for 2015-16.</p>	<p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Measurable</p> <p><input type="checkbox"/> Attainable</p> <p><input type="checkbox"/> Results-oriented</p> <p><input type="checkbox"/> Time-bound</p>
<p>Section 4: Talent. The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.</p> <ul style="list-style-type: none">• Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.• Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs. Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.• Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.• Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership. <p>The leadership team at Pulaski will create a professional learning environment that cultivates and celebrates effective teachers. By developing teacher teams who share the vision to do whatever it takes so that students are accelerating learning, teachers feel supported and part of a community on a mission. The additional leadership in the building, including an instructional administrator as well as a reading and math coach, will identify and structure job imbedded, evaluation informed and data relevant professional development. This support will help retain and develop high quality teachers. We will implement a support system introducing teachers to systems and organizational management strategies that include school policy, routines, procedures, classroom management, academic lesson planning using the district Build Your Own Curriculum online tool, teaming and parent school communications and involvement.</p> <p>The staff will be an integral part of the planning process for extended learning and will feel empowered to</p>	



select staffing models that meet the student needs and continue to focus on staff development so teachers meet with success.

Staffing of the school is determined by the student numbers and subject area needs. For the upcoming 2014-2015 school year we will be increasing our staff by 68% from 36 to 53. Student population will approach 900, 318 grade 6 students, 295 grade 7 students and 291 grade 8 students. Grade level teams will be constructed of two six person teams identified as follows: two math teachers, one reading, one writing, one science and one social studies teacher per team. Students that scored in the low band on the 2014 Winter NWEA reading test are identified as requiring tier 3 reading interventions of Read 180, Systems 44 and Reality Central. Approximately 100 students who will attend Pulaski next year or 11% of the school will require Systems 44 instruction. About 200 students require Read 180, 133 students require Early Language Development. Students that scored in the low band, of the 2014 Winter NWEA math test are identified as requiring tier 3 math interventions about 50% of the student population, require math interventions. Reading, math and special education teachers will be identified as interventionists provide tiered interventions intervention classes. Teacher evaluation will be divided between the building administrators. The current administrative team consists of a principal and one assistant principal. It is necessary to add another assistant principal that will aid in the following duties: teacher evaluation, professional development, student discipline and after-school extension programming.

Administrators will be evaluated by the Chief Academic Officer using the SEED Administrator evaluation system. Using the metrics already identified in the Slade Improvement Plan and the CT Standards for School Leaders, administrative professional development will be provided monthly based on responsive needs.

Section 5: Academics. The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core State Standards and transition to next-generation assessments.
- Describe the school's early literacy strategy, including targeted interventions.
- Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

The school's academic program was created and continues to be developed around the CCSS, content standards, and student performance needs. Teachers create learning environments where all students are engaged accomplishing the rigorous standards set by teachers.

A new core ELA program with courses in reading and writing was articulated and implemented during the 2013-14 school year. Teachers used common assessments to monitor student progress and met with their colleagues to plan instruction based on student performance. Pulaski teachers participated in piloting of new core texts in Math, Science and Social Studies. The Science teachers additionally, through a grant with CCAT, were provided with professional development to align their instruction with the next generation science standards. Math and Social Studies and Science units will be constructed this spring and summer. The units outline the scaffold learning targets connected to content and CCSS standards. All units have common assessments that have corresponding due dates in PowerTeacher. The PD and collaborative planning schedule is built around using this student data to inform instruction.



NWEA benchmark assessments are given in fall, winter and spring to provide both formative and summative picture of the school and grade level progress. Student led parent conferences using goals from NWEA help to engage the student in monitoring and feeling successful about their own progress. A new RTI process implemented this year focused on providing targeted literacy interventions for students who were substantially behind grade level. Special education and reading teachers worked as intervention teams to provide services in a needs over label approach.

Student performance data indicates that more rigorous instruction and learning must be accomplished in the core to, over time, reduce the substantial number of student who need interventions. In a collaborative effort, school and district administrators re-structured the school schedule next year so that students would receive the reading interventions from the 1st day of school. Targeted professional development and expanded access to effective interventions Read180 and System 44 will be scheduled for students from the first day of school. The team also decided that reading certification was required for the reading courses and recommended for all writing and social studies courses. A reading coach will also be hired to provide job embedded, just-in-time coaching to teachers as they accelerate the learning of students.

Math instruction will also increase and receive professional coaching and development next year. With only about 20% of middle school students on grade level in math, additional instructional time has been devoted to math. Professional development will be provided to teachers and a structure will be developed to guide the 84 minutes of daily math instruction.

Pulaski has structured data teaming process that provides ongoing collaborative planning and intervention time for students. Teachers will use frequent CBMs to check for student understanding as they plan their instruction. The math coach will provide real-time coaching and strategies for improving math instruction.

Core English Language development is offered to students who are ELL. Our ELD program with frequent progress monitoring and re-grouping of students has been very successful.

Section 6: Culture and Climate. The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Describe the school's behavior management system and strategies to shape a positive school culture
- Explain how the school will promote strong family and community connections to support academic achievement
- Tier I Pulaski School's Positive Behavior Support team developed school-wide expectations for classrooms, hallway, lavatories, and cafeteria. In addition, the team created the Pulaski pledge which is recited daily during morning announcements and school-wide expectations are reinforced. The school's logo was revised to reflect the Pulaski vision regarding academics and character. The Well Managed Classroom Social (Life) Skills, a program used by Pulaski in past years, is reinforced and incorporated in Pulaski's Positive Behavior expectations. Prior to the opening of school, the administration and leadership team reviewed school-wide expectations with all staff including the referral process and procedures. During the first week of school, the administration, Dean of Students, and safety officer conduct student grade level assemblies to review school-wide academic and behavioral expectations. At this time, students are afforded the opportunity to ask questions and seek clarification on a variety of topics. Furthermore, the school psychologist provided professional development on the Behavioral and Emotional Screening System (BESS). The BESS is a universal behavioral screener and yields scores that are either normal, elevated or extremely elevated.



Teachers were required to complete the screening system on all students. Once the screeners were completed, they were submitted to the school psychologist for assessing the behavioral and emotional functioning of students. The data was analyzed and converted to Tier 1, Tier 2 and Tier 3 levels. These levels were used to determine which students require social, emotional and /or academic tiered interventions. The Dean of Students reviews incoming students historical discipline data, confers with the school psychologist to identify students who are at risk and works collaboratively to place students in the appropriate tiered intervention.

- Tier II Secondary interventions include scientific research based interventions determined by the BESS survey results and a review of available data. Students may either participate in Check-in/Check-out, STARS, the RULER Approach to Social and Emotional Learning classroom-based lessons, BASC-2 Classroom Intervention lessons, or short-term topic specific counseling groups.
- Tier III is a combination of two Tier 2 interventions, individual counseling, FBA/BIP for specific students, referral to alternative programs (i.e. ACS, STEPS, NBTC); referral to attendance committee, RTI committee, Student and Educator support specialist consultation.
- Parents are included in all steps of creating a positive learning environment. As members of the PTO, School Governance Council and participants in various surveys, parents' input helps to inform the culture and strategies in place at Pulaski.

2014-2015 action plans

* Integrate TIER 1 Intervention in all aspects of Pulaski culture and climate by reviewing and reinforcing the Pulaski Pledge, school-wide expectations-the Pulaski Way, and the Principles of the Well Managed Classroom with all staff and students.

* Conduct the universal Behavioral Survey using the BESS on all students using the Teacher Form, analyze the data and determine the Tier level for each student. Review available data (attendance, discipline, etc.) and separate data into Tier levels.

* Place students in Tier 2 or Tier 3 data groups and determine appropriate Tier 2 or Tier 3 intervention based on an analysis of all available data.

* Seek parent and community support for Tier 2 or Tier 3 interventions.

"Untreated emotional problems have the potential to create barriers to learning that interfere with the mission of schools to educate all children." (Adelman & Taylor, 2002)

"Without early intervention, children who routinely engage in aggressive, coercive actions, are likely to develop more serious anti-social patterns of behaviors that are resistant to intervention." (Walker, Ramsey, & Gresham, 2004)

"Youth who are the victims of bullying and who lack adequate peer supports are vulnerable to mood and anxiety disorders" (Deater-Deckard, 2001; Hawker & Boulton, 2000)

"Depressive disorders are consistently the most prevalent disorders among adolescent suicide victims" (Gould, Greenberg, Velting, & Shaffer, 2003)



Section 7: Operations. The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

- Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
- Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

Administration has created a new schedule that will maximize instructional time and promote increased time on task. The new proposed schedule will allow for increased time in math, science, and social studies as well as increased intervention time (read 180, systems 44). In Partnership with the TIME Collaborative, this section will be planned during the 2014-15 school year for implementation in 2015-16. Administration has identified a need for additional time for the arts as well as increased time for intramural sports. Common plan time has been built into the schedule for grade level collaboration (data teams, team meetings). We will also be proposing a staggered work day in order to facilitate extended day programming. Professional development occurs once per month on Wednesdays and vertical teaming will occur three times per month as well. Vertical teaming allows for all grade levels to meet by content area in order to facilitate collaboration of instructional methods, assessment and curriculum development.

Section 8: Stakeholder Engagement. Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

- The administration informed staff members that Pulaski Middle School was eligible to apply for a School Improvement Grant for next school year.
- The school administration and leadership team met to review the School Rubric/Audit tool and identify quantitative and qualitative data to inform our school's evaluation in each of the four categories to determine placement.
- The school administration and district personnel met to conduct the audit, identify additional data points to determine the school strengths, weaknesses, and placement in each of the four categories and compare results from the administration and leadership team's audit to the district personnel audit.
- The Pulaski General which is a quarterly newsletter will be distributed to all stakeholders at the end of April, and will include information about the School Improvement Grant Application and process.
- Pulaski Middle School administration is working collaboratively with other middle school administrators and district personnel to collectively determine indicator priorities and school reform.

Section 9: Implementation Timeline. Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year and semester.



School Closure Application

Directions: Complete this section only if the LEA is applying for school closure as the reform model for a school. LEAs submitting an application for school closure may skip Parts I and II of the application and need only submit the cover page (page 9) and answers to the questions outlined below. School Closure Applications should not exceed 5 pages.

Section 1: Organizational Capacity. The LEA must identify senior leadership responsible for overseeing and coordinating the school closure. Describe how the individual(s)/structure identified will provide an effective and seamless implementation of the closure model. Describe the process and timeline for the school closure.

Mr. Paul Salina, Chief Operations Officer and Ms. Sharon Locke, Chief Academic officer are jointly responsible for the School Closure and the seamless transition plan into the Pulaski and Slade. Immediately after the New Britain Board of Education voted to re-purpose Roosevelt, the senior leadership team (Superintendent's Cabinet) met and developed a timeline to ensure successful transition. The timeline was then reviewed and revised with the current secondary administrator cadre to ensure all stakeholders provided input. Below is the established timeline:

Middle School Transition Timeline RSMS to Pulaski and Slade			
Date	Description	Resources	Responsible Party
Feb 6	Evening Program for Parents at RSMS		Cooper
Feb 10	BOE Votes to Repurpose RSMS	Presentation	Salina/Cooper
Feb 25	Cabinet Planning Meeting	Calendar	Locke/Salina
Feb 26	Draft timeline distributed to admin for feedback	Timeline	Locke
March 13	Middle School Admin with Clark Consulting for ELD planning	Date Tentative waiting for Clark to confirm	Locke/Cassada
March 10-14	Time Collaborative Introduction	Date TBD	Locke
March 17	Timeline presented to BOE	Revised Timeline	Locke/Salina
March 17-21	MS Schedule Development with Time Collaborative Consulting	Date TBD MS Admin	Locke
March 21	2014-15 School Locator Link Added to CSDNB Website	Link on website	Prokop



March 24-28	MS Staffing Needs Identified	Date TBD MS Admin Master Schedule	Locke/Stacy
March 28	HALS Students Identified in PS	HALS placement data	Clerkin/Prokop
March 31	First Posting for Vacancies	Staffing Needs	Stacy
April 4	Letter to all Gr 5 and 6 and 7th grade students from RSMS with MS assignment	Letters translated	Salina/Cassada/Prokop
April 8-11	MS Meetings with Ray Moore and Gayle West for room ID	Master Schedule and Staffing	Moore
April 14-18	April Vacation		
April 21-May 2	Deadline for principals to fill vacancies	Hiring packets submitted to HR	Principals/Stacy
May 5-9	RSMS GR 6 and 7 students visits to Pulaski and Slade	Schedule Planned	Young/Lickwar/Reyes
May 16	Spreadsheet identifying moves across district	Info from HR	Stacy/Moore
May 23	Moving Boxes, labels and instructions delivered to teachers	Materials for moves	Moore
May 23-June 20	Teachers pack and label	Instructions from facilities	Teachers/Principals/Moore
May 27-30	Develop Options based on anticipated budget from City	Budget	Kane
June 18	Budget Adoption		
June 23	Second Posting		



Section 2: Model Rationale. The LEA must provide a strong rationale for the selection of the closure model. Explain why this model is feasible and the best course of action for the school community.

According to the Spring 2013 CMT Results, Only 32% of our 6-8 grade students who attend Pulaski, Roosevelt and Slade were reading at or above State Goal compared to 76% of the same grades across CT; and 36% scored in the Below Basic Category. According to the NWEA MAP Reading results in Feb 2014, only 31% of students at Pulaski, Roosevelt and Slade were reading at or above the national grade level norm. 45% were performing in the Lo Band which indicates the need for Tier 3 interventions. Math results were more disparate. Spring 2013 CMT results indicated only 15% at or above Goal compared to 66% in the state and 33% in Below Basic while the state only had 5%. On the winter NWEA Math, 18% performed at or above grade norms and 59% in the Lo Band. Roosevelt Middle School Spring 2013 CMT results were lowest among our middle schools. CMT results indicated that only 26% were at Goal in Reading and 10% in Math. The New Britain Board of Education voted to re-purpose the Roosevelt campus beginning in 2014-15 and send the students to the higher achieving Pulaski and Slade; and develop a Middle School Reform Plan for Pulaski and Slade.

Section 3: Community Engagement. The LEA must provide strong evidence around current and future plans to communicate and collaborate with all members of the school community – families, school staff, community members, and students – throughout the closure process.

Please see timeline attached above. Parent meetings were held throughout the process and are planned for August orientation as well.

The district successfully implemented a re-district plan last year with 12 schools and have had very positive feedback regarding district communication and parent and family connection with new schools during our parent surveys in the fall.

Section 4: School Options. The LEA must provide clear options to enroll students currently enrolled in the school proposed for closure in higher-achieving schools that are within reasonable geographic proximity.

Students from Roosevelt Middle School will be provided options to attend DiLorteo Magnet School, HALS Academy and or their neighborhood Middle School; Pulaski or Slade.



Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their SIG application renewed. The Commissioner or his designee may, on the basis of such review, address with district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, developing a revised SIG Plan and/or selecting an alternate reform model.

Additionally, the schools must demonstrate progress with regard to the following indicators:

- SPI;
- Number of minutes within the school year;
- Discipline incidents;
- Truants;
- Dropout rate;
- Student attendance rate;
- Progress on student assessments;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- Teacher attendance rate.